

**Final project in Building Leadership for Change Program**

**Applying Peer and self-Assessments  
in Saudi Arabia in light of Finnish  
experience**

**Written by**

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## **Introduction**

The idea of this project sprang from my view of a good implement of self and peer-assessment effectively in Finnish learning through immersion in many schools, and I noticed that there is an extensive interest in self and peer assessment in Finnish learning through my visits to classrooms, argumentations with teachers and discussions with mentors. One of the points that motivate me to write in this subject the role of self and peer-assessment in increasing student responsibility and deeper understanding of learning and their performance. These and more encourage me to transfer this experience to Saudi Arabia. So this project aim to increase information through and Finnish experts and then apply self and peer-assessment for the Saudi's teachers in light of Finnish experience.

**For achieve this aim my project will study the following components:.**

- Importance of assessment
- self -assessment
- peer-assessment
- Finnish assessment experience by asking teachers and students their opinions about applying self and peer assessment.
- Apply Finnish experience in Peer and self-Assessments in Saudi Arabia.

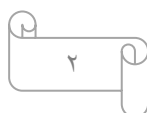
**Depending on previous components this project will answer the following questions in many chapters:**

**The main Q is:**

How can apply self and peer- Assessments in Saudi Arabia in light of Finnish experience?

**The Sub-questions are:**

- What is assessment?
- What is a self-assessment?
- What is a peer-assessment?
- What is Finnish assessment experience?
- How do apply Finnish experience in Peer and self-Assessments in Saudi Arabia?



## Framework

This project is written to a specific format and made up of five chapters as the following.

### Chapter (1) Importance of assessment

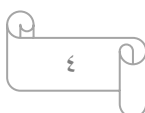
**It's natural to wonder what is the Importance of self and peer-assessment, for that, in this chapter I'll try to answer this question.** As an essential base of this part contemporary approaches prove the positive engagement of students in their learning, learner responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning, so the interest in self and peer-assessment is partly driven by changing conceptions of teaching and learning. (Spiller, 2012)



Assessment including steps to collect data on students' development and learning, determining its significance in light of the teaching aims and objectives, incorporating the information into planning for individuals and subjects, and communicating the findings to parents and other involved parties (Bredekamp, 1992).

So why do we need to bring self and peer -assessment into our classrooms? Here are a comparison illuminate on the differences between self and peer-assessment and but the other assessments.( Boud, 2004)

<b><u>Self and peer-assessment</u></b>	<b><u>Other assessments</u></b>
Student centred	Student often excluded
Clear transparent criteria	Norm referenced assessment, or if criteria used, these may be given to students without discussion.
Students empowered, there is a strong sense of personal ownership.	Student isolated from the assessment and therefore from the learning process.
Likely encourage a deep approach to learning.	Doesn't provide the incentives to construct own learning.
Encourages discussion between students and tutors.	Little discussion sometimes none.
Formative feedback	Feedback misunderstandings due to lapse of time or lose ongoing communication between students and tutors.
Opportunity revise or review weak areas of learning.	Result final, with little point going back over boxes 'ticked'.
More trails and less error in student learning.	Results received too late in the method to revisit or useful in learning process. Little trail and a lot of error in learning.
Prepares students for the lifelong ongoing journey of learning.	Often end-point destination only learning.
For peer-assessment often several assessors.	One assessor and a moderator or at most two assessors.
Provides good opportunities for formative assessment.	Little formative assessment.
Likely increases of students confidence.	Limited or negative effect of confidence.
Increasing performance /learning quality of the learning output.	Increasing performance/ learning quality of the learning output.
Often authentic learning tasks.	Rarely authentic learning tasks.



### **General points for assessment**

**At the end of this section should recognize the following general points as keys to apply assessment:**

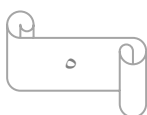
- explaining the rules and process of the assessment activity and why it is important to both learning and real world environments, as well as, important for establishing realistic expectations.
- Providing a rubric or outline for the students to follow to authentically assess their work is crucial in providing students with motivation to complete the task.
- Allowing for prior formative assessment activities to help scaffold the assessment activity is important for establishing self-directed learners. (Deakin, 2013)

### **Chapter (2) self-assessment**

in the current era of standards-based education, student self-assessment stands alone in its promise of improved student motivation and engagement, and learning. (McMillan et al, 2006)



self-assessment is the base of all assessment because each kind of assessment including *two main elements; the first one is decide on the standards of future*



*performance* expected, and the sec and is making *judgments about the quality of the performance in relation to these standards*. If so all assessment has a self-assessment, it should ideally involve students in both of these aspects.(Boud, 2016)

self-assessment depends on arrangements and judgments students of their work. So James H defined it as a process by which students monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills.( H, 2008)

Why self-assessment?

**Here are a set of points explains why we use self-assessment:**

**Making judgments about the progress of one's own learning is integral to the learning process.**

**builds on a natural tendency to check out the progress of one's own learning.**

**motivate further learning.**

**encourages reflection.**

**promote learner responsibility and independence.**

**encourage student ownership of the learning.**

**shift the focus from something imposed by someone else to a potential partnership.**

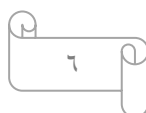
**emphasizes the formative aspects of assessment.**

**encourages a focus on process.**

**can accommodate diversity of learners readiness, experience and backgrounds.**

**Engaging students in the formulation of criteria for self-assessment tasks helps them to deepen their understanding of what constitutes quality outcomes in a specified area.**

(Spiller, 2013)



### Chapter (3) **Peer-assessment**

Peer assessment is a natural extension of the move from a teacher-centred to a student-centred mode of education, which emphasize the active engagement of students in their learning, learner responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning (Spiller, 2012).



Falchikov explained requires of peer-assessment in providing of students to either feedback or grades (or both ) to their peers on a product or a performance, based on the criteria of excellence for that product or event, which students may have been involved in determining” (Falchikov, 2007).

Previous paragraphs illuminate the importance and justifications of peer-assessment so we can define it as arrangements when students make assessment decisions on other students’ work.

#### **Why peer-assessment? adapted from Spiller (2012)**

builds on a natural process of development from early life (learning from others).

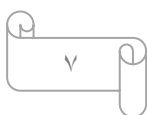
encourages collaborative learning through consideration of what constitutes "good work" and promotes development and improvement.

aligns with and supports tasks encouraging peer learning and collaboration.

assessment should motivate students to partake in these activities and have a "sense of ownership" of the assessment process).

students gain a more sophisticated understanding of the gaps in their learning and gain a better grasp of the learning process.

enhances conversation around the assessment process;



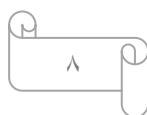
promotes student writing skills, including clarification, reviewing and editing.
heightens the capacity for judgment and making intellectual choices.
reduces the power imbalance between teacher and students.
promotes ability of students to give and receive feedback, an important part of work contexts.
students become active participants in a ‘community of practice’ and gain an identity within this community.
emphasize that assessment is part of learning (mistakes are opportunities rather than failures).

#### Chapter (4) **Finnish assessment experience**

In addition living in Finnish schools for three months, I used questionnaire with an open-ended question, in which views of Finnish teachers about self and peer-assessment were explored, before the questionnaire question was presented and the experience of Finnish teachers in self and peer-assessment, here are a summary of the assessment is general in Finland.

The assessment system of Finland is based around improving instruction, and the majority of the assessment is formative, or used to improve instruction and learning. Student assessment in Finland takes place in three arenas: within classroom practices, as the final comprehensive assessment of student progress at the culmination of basic education, and during the matriculation examination to serve as a criterion for college admission. Further, the national curriculum is evaluated through the help of an external evaluator and using data from a national standardized assessment, and teachers and schools use self-evaluation to improve education locally.(Hendrickson, 2011)

To learn about the experiences of the Finnish teachers, a questionnaire was constructed from the following open question: I have received the responses, which will be cleared after the question.





Dear teachers,

I am working on my final project about implementing self and peer assessments in Saudi Arabia in light of Finnish experience .

Your answers would help me complete my project. Would you kindly write a brief description of the ways you do self and peer- assessment with your students. In addition short comments about assessment criteria and benefits of self- and peer assessment would be very welcome. Thank you already in advance! Kind regards, Mohammed Alharbi.

And summarized their answers below:

The Finnish teacher use self and peer-assessment "we work with peer assessment whenever we have a group project that is graded" Martina said. And Leena confirmed that "we go together what were the topics and learning goals during the week and then every students will self-assess how they learnt, what was easy/difficult/boring/interesting. We have decided together what things will support the best way their learning so self-assess how those things have happened in their learning and behaving" .

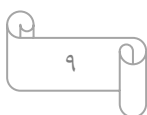
Finnish teacher sometimes create package of assessment as Jyrki said "I created a readymade sekä assessment package."

Assessment contains all kinds of situations in pupils everyday school life, such as how the student studies for a test or homework, how to behave at school restaurant, how to welcome a new student in the class etc. In periods I might be using it in weekly basis.

Martina confirmed on the benefit of self and peer-assessment when he said "Self and peer assessment is beneficial for the students because it gives them a chance to reflect upon the work they've done, which also makes it easier for them to understand the grade they're given and to see how the work you do (not do) affects your grade."

The assessment criteria varies in each course as it depends on the content and material that we work with.

The different parts of a matriculation exam are part of the assessment from course 2 onwards. In some courses class activity is more important than others, depending on the course content.



Then here are many examples of practicing Finnish teachers;

A book project or presentations. That way, a teacher can also see the project from the students' point of view and learn who has actually done work and who has not, he has experienced that the students are very honest when assessing themselves and their peers.

Usually ask students to grade themselves and give grounds for that grade, and do the same with their peers.

Sometimes Peer assessment takes place especially when they finish a theme week and small group members are allowed to give feedback to group members and other groups.

Sometimes teachers have student self-assessment every week on Fridays.

Students also write feedback to the teacher how have noticed them and how they feel about his lessons. In the beginning of the next week teacher will read their his week self-assessment and shortly write his feedback each of one.

Every half year teacher have term self-assessment in which the students are assessing their learning from the longer period.

Teacher use cooperative learning groups all the time so every time before we form new groups the students write feedback each other in their group.

Teacher hasn't gotten better idea to teach encouraging atmosphere and cooperative skills than this. Of course his role as a teacher is also significant but this something what students are doing themselves.

## Chapter (5) **Output**

### **Applying Finnish experience in self and peer-Assessments in Saudi Arabia.**

This chapter is essence of my project as the outcomes of the previous chapters. In light of Finnish experience and recognizing Saudi teachers' nature, and their needs in this filed I Intend to make two full workshops, one is about self-assessment, and the other is a peer-assessment workshop.

### **Action / implementation plan**



Action program implementation including sequence of steps and has four major elements; a good content; "depend on a theoretical framework of this project," specific tasks, time horizon and appropriate activities.  
Here are a model of the workshops' timetable.

### **Self-assessment workshop**

#### **Description of workshop**

This workshop is about self-assessment and will cover the following topics:

- Importance of assessment
- Definition of assessment
- Why self-assessment?
- An overview of assessment in Finland
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#### **Target audience**

Saudi teachers

#### **Prerequisites**

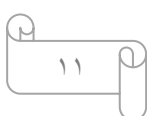
#### **Sessions**

Number of sessions: 1

#	Date	Time	Duration	Theme	Venue
1	Wed 8 Nov	08:00 - 10:00	2hours	Importance of assessment	-----
2	---	---	---	---	---

#### **Summary of project**

The title of this project is Applying self and peer-Assessments in Saudi Arabia in light of Finnish experience, it aimed to apply self and peer-Assessments in Saudi Arabia in light of Finnish experience, has set the following objectives; the first; to illustrate the Finnish experience in assessment, and the second is



applying that experience in Saudi Arabia especially the self and peer-assessment for the teachers.

For achieve these objectives has been discussed the topics which formed the chapters of this project.

The important recommendations of this project are The depth of the Finnish experience particullary in self and peer-assessment and the capable to implement in Saudi Arabia in several ways, model of them is a chapter 5.

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